

XI. A.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO: State Board of Education

FROM: Mark K. McQuillan, Commissioner of Education

SUBJECT: Discussion of the Proposed Regulations Concerning State Educator Certificates, Permits and Authorizations

Introduction

At the November 4, 2009, State Board of Education meeting, we presented a summary of the major changes in the draft certification regulations (see Attachment A). Further, the board discussed several unresolved revisions regarding the certification regulations (see Attachment B). Based on the Board's direction, the Department has revised the draft certification regulations. The revisions agreed to by the Board on November 4 included:

1. Moving the Code of Professional Responsibility for Educators and the Pre-Service Competency sections to the front of the document.
2. Lowering the number of "equivalent" internship hours required for the intermediate administration and supervision endorsement from 600 to 450.
3. Adding language allowing a certification "pathway" based on completion of a preparation program offered by an institution accredited by the National Council for Accreditation of Teacher Education (NCATE approved) and nationally recognized by a specialized professional association (e.g., National Council of Mathematics (NCTM), Educational Leadership Constituent Council (ELCC), etc.).
4. Adding language to the regulations for the provisional and professional levels of certification in alignment with NCATE/pre-service competencies.

Recommendation and Policy Implication

We have made the revisions necessary under recommendation items numbered 1, 2 and 3 above.

In regard to recommendation number 3, the draft of the regulations presented for the December 2 meeting includes the following new language which creates a new "NCATE pathway" for certification applicants:

Has completed a planned program in the endorsement sought which has been nationally recognized by the specialized professional association assessing the quality of program and within a unit accredited by the NCATE at the continuing accreditation level.

While this new language allows applicants to be certified based on the above criterion instead of the detailed coursework requirements outlined, there are several caveats:

- The candidates will still be required to meet any coursework stipulated in Connecticut general statutes for early childhood or elementary candidates (e.g., a course in U.S. History, six credits in reading, etc.).
- The institutions or education unit must be approved at the highest level of NCATE accreditation – “continuing accreditation” — and the preparation program must be approved at the highest level by the specialized professional association – “nationally recognized.”
- Below is a list of endorsements for which the “NCATE pathway” is applicable. Because not all preparation programs are reviewed by specialized professional associations, the “NCATE pathway” would not be applicable to endorsement area programs that are not listed below.
 - Early Childhood
 - Elementary Education
 - Secondary Biology, Chemistry, Earth Science, General Science, and Physics
 - Secondary English
 - Secondary Social Studies
 - All Level Subjects: Health, Physical Education, and World Languages
 - Teaching English to Speakers of Other Languages (TESOL)
 - Literacy Specialist
 - Special Education Teacher and Intervention Specialist
 - Special Education: Deaf or Hard of Hearing
 - Special Education: Visual Impairment
 - School Library Media Specialist
 - School Psychologist
 - Intermediate Administration and Supervision
 - Superintendent of Schools

Regarding recommendation number 4 and the pre-service competencies, after additional department review and discussion, we are not recommending any new language in the regulations for the provisional or professional levels of certification based on the following:

- The pre-service competencies in section 10-145d-808 (pages 11-13) have been incorporated into the revised Common Core of Teaching;
- In-service teachers, at all levels of certification, would be subject to evaluation by every board of education, regional board, charter school, etc. based on the Common Core of Teaching and the State Board’s Guidelines for Teacher Evaluation and Professional Development; and
- Commencing in September 2010, beginning teachers participating in the new Teacher Educator and Mentoring (TEAM) Program will be participating in modules that have been developed based on the Common Core of Teaching as required in section 37 of Public Act 09-06.

Consequently, it would not be legally feasible to overlap district evaluation expectations with certification expectations for teachers. Instead, the evaluation of teacher competence, based on the standards in the Common Core of Teaching, will be outlined in the State Board’s Guidelines

for Teacher Evaluation and Professional Development which the Department will begin reviewing and revising in the coming year.

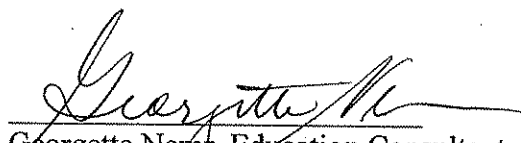
Follow-Up Activity

The timeline for adoption of the regulations has been revised to reflect the additional time for review by the State Board of Education.

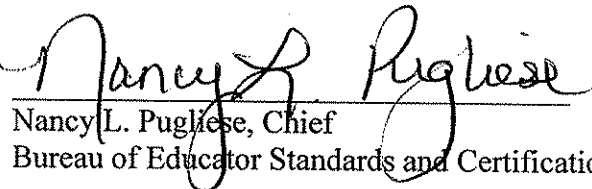
<i>Regulations Promulgation Steps</i>	<i>General Timeline</i>
1. Intent to Adopt Regulations submitted to Board	January 2010
2. Proposed regulations sent to OPM and Governor's Office for review	January 2010
3. Intent to Adopt published in Connecticut Law Journal	February 2010
4. Public Hearings on proposed regulations	March 2010
5. Resolution to Adopt submitted to Board	June 2010
6. Regulations submitted to the Attorney General's office for approval	June 2010
7. Regulations submitted to the Legislative Regulations Review Committee for approval	July 2010
8. Regulations filed with the Secretary of State	Fall 2010

As shared with you last month, assuming all reviews are made and action is taken within the timelines listed above, the department would begin to approve preparation programs in alignment with the new regulations in academic year 2011-12 in order to allow preparation programs sufficient time to implement new programs and requirements for candidates graduating on and after the effective date of July 1, 2014.

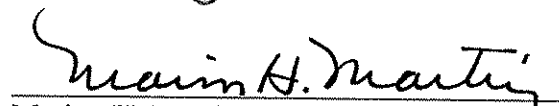
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December 2, 2009

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CONNECTICUT STATE DEPARTMENT OF EDUCATION Certification Regulations Revisions Discussed by the State Board on November 4, 2009

Item #	Proposed Revision of 2014 Draft Regulations	Rationale	UPDATED Status based on Nov. 4, 2009 Discussion
1.	Eliminate the <u>overlap</u> between the K-6 and 6-12 elementary and secondary certificates; <u>separate</u> elementary certificates decisively by granting a K-6 certificate and a 7-12 certificate.	Overlap is confusing and fails to cleanly differentiate secondary from elementary education; the developmental needs of 6 th graders are best met by a teacher with an elementary certificate	<i>SBE elected to make no changes in the grade levels; keep it as proposed --Elementary K-6 and Secondary 6-12</i>
2.	Eliminate the <u>overlap</u> between the PreK-3 certificate and the K-6 certificate; separate the two by granting a PreK-2 certificate and a grade 1-6 certificate.	Too few students are opting to come into the field of early childhood education, where an appropriately trained workforce is badly needed. The PreK-2 certificate will help establish a larger number of appropriately qualified teachers for both public schools <u>and</u> non-public preschools.	<i>SBE elected to make no changes in the grade levels; keep it as proposed --early childhood PreK-Grade 3 and Elementary K-6</i>
3.	Eliminate the integrated certificate; create two distinct certificates--one for regular education teachers and one for special education teachers.	The integrated certificate raises too many questions over whether or not regular education teachers can adequately address the specific, often highly complex needs of students with disabilities.	<i>SBE elected to keep regulations as proposed</i>
4.	Lower the number of hours for administrative internships under the 092 certificate from 600 hours to 400 hours.	The number of hours for an aspiring administrator to get certified makes it almost mandatory that he/she be fully employed in order to earn the certificate. This condition is not only unfair, but inconsistent with the wide array of activities pertaining to administration that can be acquired before, during, and after the school day.	<i>SBE elected to change the equivalent hours option for the 10 month internship in alignment with the Educational Leadership Constituent Council (ELCC) standards – 450 Hours over one school year</i>
5.	Reorganize the regulations document: move Part XIX “competencies,” and Part XX “professional responsibilities” to the <u>beginning</u> , rather than the very end.	Clarity and coherence of document	<i>SBE elected to move these sections accordingly</i>
6.	Introduce new language requiring all “planned programs” for certification to be NCATE accredited; or State reviewed using NCATE standards, and SPA program review standard. Language shall be applicable to	Ensures consistency throughout the state; holds all Connecticut IHE’s to the highest possible standards in all relevant certificates; further ensures automatic reciprocity of teacher candidates coming from other	<i>SBE elected to add new language for discussion at the December meeting</i>

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	<p>all relevant certificates (e.g., K-6, PreK-3, 092, etc.)</p> <p>Teacher candidates from other states offering certificates that are <u>not</u> NCATE accredited can be certified if they meet the new credit and competency requirements of the new proposed 2014 certification regulations.</p> <p>Assessment (e.g., Praxis II) and other requirements must also be met for all certification pathways.</p>	states whose planned programs are also NCATE Accredited.	
7.	Introduce language that will require the continuous application and use of NCATE standards in the awarding of the Provisional and Professional Certificates	Identified NCATE and CT competencies need to be part of a comprehensive plan for teacher development, supervision, and evaluation.	<i>NOTE: While the SBE elected to add this language, after review, the Department encourages the SDE to reconsider its decision due to legal feasibility</i>
8.	Revise and introduce language in Part XVIII permitting the Commissioner of Education greater authority to award teaching and administrative certificates based on equivalent or comparable experiences.	Increased flexibility to attract talented educators to work and practice in Connecticut.	<i>The SBE will seek a possible statutory change.</i>
Clarifications Sought			
9.	Clarification on the internship concept of 6 months of 9-12 hours per week for school and district. In Connecticut, our 092 administrative certification permits a certificated administrator to work both at the school level and the district level below superintendent and in the future, the assistant superintendent. That means that in CT we must provide experiences at both the district and school level. Does that mean that we have to double the Internship experience in order to meet Standard 7 or can we create an internship that combines both district and school based experiences within the 6 month, 9-12 hours per week framework?		<i>See item #4.</i>